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AUTHOR Silverstein, Jan, Ed.
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ABSTRACT

Information about Colorado's second year of progress toward its 1995 educational goals is summarized. Data were based on a review of progress reports submitted to the State Board of Education by individual districts. Progress in addressing each of the state goals and priority objectives is evaluated in the following areas: (1) graduation rate (goal: 90% by 1995, in 1991 rate increased from below 76% to 80%); (2) attendance rate (goal 95%, in 1991: 94.6%); (3) student achievement (goal: measurable and significant gains in achievement, 1991: 60% of districts reported success); (4) identifying and addressing performance discrepancies among racial/ethnic and gender groups (progress was mixed); (5) meeting the needs of at-risk students (progress was mixed); (6) defining, measuring, and reporting student proficiencies (all districts reported they were working to define/identify proficiencies and the majority are developing assessments); (7) certifying the diploma/guaranteeing the graduates (goal: all high school graduates will receive a diploma certifying they possess skills necessary for entry to workplace and postsecondary education, majority are in the process of developing diploma and 18 are guaranteeing graduates); and (8) addressing national educational goals (three-fourths of all districts have met all of their goals). Twelve tables and a state map are included. (LMI)

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PART 2
School Finance Act

District Progress Toward the State Education Goals

Colorado State Board of Education

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January 1992

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PART 2
School Finance Act

District Progress Toward the State Education Goals

Colorado State Board of Education

January 1992

Erlinda Archuleta
Director
Field Services Unit

Arthur J. Ellis
Assistant Commissioner
Office of Educational Services

William T. Randall
Commissioner of Education
State of Colorado

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A MESSAGE from the COMMISSIONER

January, 1992

Of the educational reports issued recently, this progress report most accurately reflects the reform taking place in Colorado's schools. The compilation of results from the building-based accountability committees through the districts to the state is a demonstration of how a grass roots system should operate.

The hard work done by all participants in the process affirms Colorado's commitment to educational reform and accomplishment for its schools.

William T. Randall
Commissioner of Education
State of Colorado

EXECUTIVE SUMMARY

Context:

The information in this report summarizes Colorado's second year of progress toward the 1995 goals for education. October 1, 1991, Colorado's 176 districts and the Colorado School for the Deaf and the Blind were required to submit progress reports for the 1990/91 school year and plans for 1991/92 to the State Board of Education as a portion of the accountability requirements of Part 2 of the School Finance Act. These reports were reviewed by 21 three-person teams of Colorado Department of Education staff members.

The review focussed on the district's reporting of 1991 progress in addressing each of the state goals and priority objectives and its plan for 1991/92 to continue addressing these goals. One hundred two districts met the requirements on initial review. Seventy-one submitted additional information and have completed the requirements for approval by the State Board of Education. Three districts are not included in this report (Sierra Grande R-30, Julesburg Re1, and Plateau Re-5) because they were in the process of meeting these requirements when the report was submitted for publication.

1991 Findings:

GRADUATION RATES:

- The average graduation rate goal of Colorado school districts for 1990/91 was 85.1%. Local district goals are on target with the state goal of 90% by 1995.
- The 1991 graduation rate excluding alternative schools was 81.4%. The 1991 graduation rate is based on four years of data while the 1990 rate (82.3%) was based on three years of data.
- A majority of rural and small attendance districts met or exceeded the state goal of 90%.
- A majority of Denver/metro districts and the core city district were below the 81.4% statewide graduation rate.

ATTENDANCE RATES:

- The average school district attendance rate goal for 1990/91 was 94.7%.
- The 1991 Colorado attendance rate average reported by Colorado school districts was 94.5%.
- The majority of outlying town and small attendance districts met or exceeded the 1995 goal of 95%.
- The majority of urban/suburban, rural, and recreational districts were above the state average attendance rate of 94.5%.
- The majority of Denver/metro and outlying city districts were below the state average attendance rate of 94.5%.
- Colorado schools are well on their way to exceeding the 95% goal set for 1995.

STUDENT ACHIEVEMENT:

- Norm referenced tests were used by all districts to assess student achievement. Of those districts that indicated whether or not they met their goals using this assessment, 60 percent reported success during 1990/91.
- 72 districts reported using criterion referenced tests to assess student achievement. Of those districts that indicated whether or not they met their goals using this assessment, 67 percent reported success during 1990/91.
- 74 districts reported using three or more methods of assessing student achievement.
- 60 districts reported using one method of assessment only.
- 82 districts reported that they are meeting their own objectives overall.

IDENTIFYING AND ADDRESSING PERFORMANCE DISCREPANCIES:

- 57 districts reported no identified discrepancies among racial/ethnic and gender groups.
- 85 districts reported progress identifying and addressing performance discrepancies. The majority of districts focussed the progress report on strategies and programs used to reduce identified discrepancies. A smaller number of districts identified student outcomes resulting from these strategies. For some smaller districts, insufficient information was provided to determine progress.

MEETING THE NEEDS OF AT-RISK STUDENTS:

- 164 districts reported progress in meeting the needs of at-risk students. Reports focussed on alternative education, expanded preschool options, tutoring and mentoring, use of alternative teaching strategies, and family support programs for meeting these students' needs. A smaller number of districts indicated outcomes resulting from these strategies or programs.

DEFINING, MEASURING, AND REPORTING STUDENT PROFICIENCIES:

- All districts reported that they are working to define/identify student proficiencies.
- A majority of districts indicated that they are in the process of developing assessments for these proficiencies.
- Fewer districts provided information about plans for reporting accomplishment of these proficiencies.

CERTIFYING THE DIPLOMA/GUARANTEEING THE GRADUATE:

- A majority of districts reported they are in the process of developing a certified diploma.
- 18 districts currently guarantee graduates.

ADDRESSING THE NATIONAL EDUCATION GOALS:

- A large majority of districts reported endorsing/addressing each of the national goals.

INTRODUCTION

"Good jobs will increasingly depend on people who can put knowledge to work... more than half our young people leave school without the knowledge or foundation required to find and hold a good job."

What Work Requires of Schools:
A SCANS Report for America 2000

This report summarizes Colorado's second year of progress toward the 1995 goals for education. Colorado's movement toward standards based education recognizes that schools must address the knowledge, skills, and attitudes students require to be successful adults. It targets all students attaining the performance levels outlined by the Colorado State Board of Education, the Governor, and the President.

Colorado districts are making progress. Many districts are integrating these national and state goals as they move toward a clearer set of performance standards and more effective means of assessment. They are addressing the needs of all students as they implement programs for at-risk students and work to reduce discrepancies among racial/ethnic and gender groups.

During the past year, individual schools reported the progress they had made related to their 1990/91 school improvement plans and submitted their 1991/92 plans to their local district accountability committees and boards of education. October 1, 1991, Colorado's 176 districts and the Colorado School for the Deaf and the Blind were required to submit progress reports for the 1990/91 school year and plans for 1991/92 to the State Board of Education as a portion of the accountability requirements of Part 2 of the School Finance Act. These reports were reviewed by 21 three-person teams of Colorado Department of Education staff members.

The review focussed on the district's reporting of 1991 progress in addressing each of the state goals and priority objectives and its plan for 1991/92 to continue addressing these goals. Areas of evaluation are listed on the following page:

GRADUATION RATES: 1990/91 goals/objectives, 1991 outcomes, 1991/92 goals/objectives

ATTENDANCE RATES: 1990/91 goals/objectives, 1991 outcomes, 1991/92 goals/objectives

STUDENT ACHIEVEMENT: 1990/91 goals/objectives, 1991 outcomes, 1991/92 goals/objectives

IDENTIFYING AND ADDRESSING PERFORMANCE DISCREPANCIES: 1990/91 disaggregated data for racial/ethnic and gender groups regarding completion of advanced classes, graduation rate, and student achievement

Descriptions of goals and strategies for addressing identified performance discrepancies used in the 1990/91 school year and planned for the current school year

MEETING THE NEEDS OF AT-RISK STUDENTS: (K-3) description of processes used to identify and provide appropriate educational programs

(4-12) description of programs to assist all students to progress toward graduation

Plans for providing early learning programs for high risk preschool children

PROCESS FOR REVIEW AND RECOMMENDATIONS:

Each district report was reviewed by the Department team to determine whether the necessary information regarding progress and plans was provided. On October 15, 1991, the districts that needed to submit additional information to meet these requirements were notified. One hundred two districts met the requirements on initial review. Seventy-one submitted additional information and have completed the requirements for approval by the State Board of Education. Three districts are not included in this report (Sierra Grande R-30, Julesburg Re1, and Plateau Re-5) because they were in the process of meeting these requirements when the report was submitted for publication.

The State Board of Education received these recommendations for review in December 1991. District reports will be submitted for approval at the January Board meeting.

DEFINING, MEASURING, AND REPORTING STUDENT PROFICIENCIES: 1990/91 progress in defining/identifying, measuring, and reporting student proficiencies

1991/92 plans for continuing to define/identify proficiencies, develop assessments, and report to the public

CERTIFYING THE DIPLOMA/GUARANTEEING THE GRADUATE: 1990/91 progress in developing and implementing the certified diploma which all Colorado high school graduates will receive by July 1, 1995

1991/92 plans for continuing to develop and implement certifying the diploma

District progress in guaranteeing the graduate was also noted.

ACCOUNTABILITY

Holding ourselves (students, parents, educators, and community members) responsible for meeting identified learner outcomes through a continuous cycle of planning, evaluation, and reporting.

ADDRESSING THE NATIONAL EDUCATION GOALS:

Districts were also asked to indicate how they are addressing the six national goals.

COLORADO STATE BOARD OF EDUCATION

Mission of the State Board

The mission of the State Board of Education is to promote attainment of the State Board of Education goals for Colorado public education. Working with all Colorado citizens, the State Board of Education is dedicated to:

- Encouraging students to attain their highest social and academic potential;
- Promoting and enabling variability in methods of reaching the goals;
- Establishing rules that will enable and promote the effective restructuring of schools;
- Closing the gaps between policy, research, and practice;
- Improving the quality of education for teachers, administrators, and librarians; and
- Enhancing lifelong learning through access to information, quality libraries and adult literacy services.

STATE BOARD GOALS FOR COLORADO EDUCATION

Graduation Rate

GOALS

- Colorado's statewide public school graduation rate will increase by two percent annually from the 1987 rate of 76 percent until it reaches at least 90 percent by July 1, 1995.
- (K-3) All Colorado schools will have established procedures in grades K-3 to identify potential at-risk students and provide them with successful learning experiences upon identification.
- (4-12) All Colorado schools will have educational programs in place that adequately prepare all students to enter and succeed in their next level of enrollment. These programs will provide students with appropriate skills and will ensure their continuous progress toward graduation from high school.

PRIORITY OBJECTIVES: The Board will know these goals have been met when:

- Those racial/ethnic and gender groups with currently low graduation rates have demonstrated proportionately greater increase in graduation rates each year until equity is achieved.
- Every school district in Colorado has educational alternatives available to assist all students to progress toward graduation by July 1, 1990.
- All Colorado at-risk preschool children are enrolled in quality early childhood learning programs by July 1, 1992.

Definition: Graduation rate is the percentage of students who receive a diploma in relation to those entering grade nine, adjusted to accommodate transfers.

Attendance Rate

GOALS

- Colorado's public school attendance rate will improve from the 1981-87 average rate of 92 percent to 95 percent by July 1, 1995.

PRIORITY OBJECTIVES: The Board will know these goals have been met when:

- Each year, all Colorado school districts certify their attendance rates as part of the annual reporting cycle to the state.

- School districts certifying an attendance rate below 95 percent have a process to improve attendance in their annual plans.

Definition: Student attendance is when a student is present where assigned and is engaged in the district's educational process.

Student Achievement

GOALS

- Colorado's public school system will have demonstrated continuous, measurable and significant gains in educational achievement for all student groups by July 1, 1995.

- By July 1, 1991, Colorado's school districts will have defined their expected student proficiencies at designated grade levels, and will have implemented a program of measurement and reporting.

- By July 1, 1995, all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education.

PRIORITY OBJECTIVES: The Board will know these goals have been met when:

- Between 1989 and 1995, all Colorado school districts have increased the percentage of students successfully attaining educational outcomes as defined by their district's plan for student achievement.

- Between 1989 and 1995, all Colorado high schools have continually increased the percentage of students completing advanced classes from racial/ethnic and gender groups not traditionally represented.

- The scores of all student groups in the statewide assessment sample have increased by five percentile points by July 1, 1995.

- Any performance discrepancy in the statewide assessment sample among racial/ethnic and gender and other minority student groups has been reduced with each successive assessment until equity is achieved.

Definition: Student achievement is an expected or anticipated knowledge, skill, attitude or behavior resulting from a planned instructional program, the attainment of which can be demonstrated through discernible or measurable outcomes.

I. PROGRESS: GRADUATION RATE

Goal(s)/Priority Objective(s):

GOAL: Colorado's statewide public school graduation rate will increase by two percent annually from the 1987 rate of 76 percent until it reaches at least 90 percent by July 1, 1995.

Context:

For Colorado's parents, businesses, community members, and educators one important ongoing indicator of educational success is the graduation rate. Colorado's goal of 90 percent graduation rate by 1995 is more ambitious than similar goals found in other states and at the national level. When the School Finance Act of 1988 was passed, the state's graduation rate was estimated to be 76 percent. At that time there was no single formula for computing graduation rate. Subsequently, the state developed a formula to compute the graduation rate of school districts. The adopted formula may have caused some school district rates to appear to decline.

The 1991 graduation rate for school districts and the state included grades nine through 12. Using this calculation, the state's graduation rate has increased from below 76 percent to around 80 percent. Currently the highest graduation rates are generally found in the smallest school districts.

Definition(s):

GRADUATION RATE:

The percentage of students who receive a diploma in relation to those entering grade nine, adjusted to accommodate transfers.

1991 Findings:

1991 Graduation Rate Goal for Colorado Schools[1]:

- The student average, which weights all Colorado students equally, placed the graduation rate at 85.1%. The district average, which weights all districts equally, placed the goal at 92.6%.
- District graduation rate goals for 1991 ranged from 72% to 100%.
- The 7.5 difference between the student and district averages shows that Colorado's smaller districts targeted higher graduation rate goals than did larger districts overall.
- Local district goals are on target with the state goal of 90% by 1995.

1991 Actual Graduation Rate for Colorado Schools[2].

- The actual graduation rate without alternative schools was 81.4%.
- District graduation rates ranged from 57.6% to 100%.
- The 1991 graduation rate is lower than the 1990 rate of 82.3%. The formula for determining the graduation rate changed this year.
- The 1991 graduation rate is based on four years of data while the 1990 rate is based on three years of data.

Table 1 shows those Colorado school districts currently meeting or exceeding the 1995 goal of 90%, those above the state average, and those below.[2] This information is listed by School Finance Act categories.

- The majority of rural and small attendance districts have met the 1995 goal of 90%.
- The majority of outlying city, outlying town, and recreational districts were above the state graduation rate of 81.4%.
- The majority of Denver/metro districts were below the state graduation rate of 81.4%.
- The core city district was below the 81.4%.

SEE NOTES ON PAGE 15

Table 1: 1991 Graduation Rates for Colorado School Districts[2]

Districts Currently Meeting or Exceeding the 1995 Goal of 90%
(Listed by School Finance Act Categories)

School District	Number	1991 Graduation Rate
Denver/Metro		
JEFFERSON COUNTY	R-1	91.0
Urban/Suburban		
EL PASO/CHEYENNE MOUNTAIN	12	95.1
EL PASO/ACADEMY	20	90.3
Outlying City		
LOGAN/VALLEY	RE-1	92.7
Outlying Town		
LINCOLN/LIMON	RE-4J	100.0
RIO BLANCO/MEEKER	RE-1	97.3
CHEYENNE/CHEYENNE WELLS	RE-5	96.3
ROUTT/HAYDEN	RE-1	96.0
PHILLIPS/HOLYOKE	RE-1J	94.4
CLEAR CREEK	RF-1	93.3
WELD/GILCREST	RE-1	92.8
RIO GRANDE/DEL NORTE	C-7	91.7
OTERO/FOWLER	R-4J	91.3
BACA/SPRINGFIELD	RE-4	90.0
Rural		
LOGAN/BUFFALO	RE-4	100.0
OTERO/SWINK	33	100.0
LAS ANIMAS/PRIMERO REORGAN	2	100.0
OURAY/OURAY	R-1	100.0
LAS ANIMAS/HOEHNE REORGAN	3	100.0
PHILLIPS/HAXTUN	RE-2J	100.0
LAS ANIMAS/AGUILAR	6	100.0
KIOWA/EADS	RE-1	100.0
CONEJOS/SANFORD	6	100.0
SAN JUAN/SILVERTON	1	100.0
LOGAN/FRENCHMAN	RE-3	100.0
COSTILLA/CENTENNIAL	R-1	100.0
KIT CARSON/ARRIBA-FLAGLER	C-20	100.0
SEDGWICK/PLATTE VALLEY	RE-3	100.0
CUSTER/WESTCLIFFE	C-1	95.7
KIT CARSON/STRATTON	R-4	95.7
EL PASO/PEYTON	23	94.4
PROWERS/WILEY	RE-13JT	94.4
FREMONT/COTOPAXI	RE-3	94.1
JACKSON/NORTH PARK	R-1	94.1
PARK/FAIRPLAY	RE-2	94.1
ADAMS/STRASBURG	31	93.8
MONTEZUMA/MANCOS	RE-6	93.1
PARK/PLATTE CANYON	1	93.0
OURAY/RIDGWAY	R-2	92.9
OTERO/CHERAW	31	90.9
WELD/KEENESBURG	RE-3	90.5
LA PLATA/BAYFIELD	10	90.4
MONTEZUMA/DOLORES	RE-4A	90.0
HUERFANO/LA VETA	RE-2	90.0
ALAMOSA/SANGRE DE CRISTO	RE-22J	90.0
Recreational		
PITKIN/ASPEN	1	94.5
Small Attendance		
EL PASO/EDISON	54	100.0
WELD/PRAIRIE	RE-11	100.0
MINERAL/CREEDE CONSOLIDATED	1	100.0
BACA/VILAS	RE-5	100.0
WASHINGTON/WOODLIN	R-104	100.0
WASHINGTON/ARICKAREE	R-2	100.0
MESA/DEBEQUE	49	100.0
CHEYENNE/KIT CARSON	R-1	100.0
ELBERT/AGATE	300	100.0
LINCOLN/KARVAL	RE-23	100.0
KIT CARSON/BETHUNE	R-5	100.0
MORGAN/WELDON VALLEY	RE-20(J)	100.0
WASHINGTON/LONE STAR	101	100.0
EL PASO/CSDB		100.0
SAGUACHE/MOFFAT	2	100.0
WELD/BRIGGSDALE	RE-10	100.0
KIOWA/PLAINVIEW	RE-2	100.0
ELBERT/ELBERT	200	100.0
KIT CARSON/HI-PLAINS	R-23	91.7
LAS ANIMAS/KIM REORGANIZED	88	90.0
BACA/PRITCHETT	RE-3	90.0

Districts Currently Meeting or Exceeding the 81.4% Colorado Graduation Rate
But Below the 90% Graduation Rate State Goal for 1995
(Listed by School Finance Act Categories)

School District	Number	1991 Graduation Rate
Denver/Metro		
ARAPAHOE/CHERRY CREEK	5	88.8
DOUGLAS/DOUGLAS COUNTY	RE-1	88.4
ARAPAHOE/LITTLETON	6	83.4
ARAPAHOE/SHERIDAN	2	82.8
Urban/Suburban		
EL PASO/LEWIS-PALMER	38	86.5
BOULDER/ST. VRAIN VALLEY	RE-1J	84.9
EL PASO/WIDEFIELD	3	83.9
LARIMER/POUDRE	R-1	83.1
WELD/GREELEY	6	83.0
LARIMER/THOMPSON	R-2J	82.8
Outlying City		
LAS ANIMAS/TRINIDAD	1	86.9
DELTA/DELTA COUNTY	50	86.8
PROWERS/LAMAR	RE-2	83.1
MOFFAT/MOFFAT COUNTY	RE NO 1	81.9
MONTROSE/MONTROSE COUNTY	RE-1J	81.9
Outlying Town		
WELD/AULT-HIGHLAND	RE-9	89.5
YUMA/WEST YUMA COUNTY	RJ-1	89.4
GUNNISON/GUNNISON WATERSHEDRE1J		89.3
RIO BLANCO/RANGELY	RE-4	88.7
KIT CARSON/BURLINGTON	RE-6J	87.2
MORGAN/BRUSH	RE-2(J)	86.9
GARFIELD/GARFIELD	RE-2	85.7
OTERO/ROCKY FORD	R-2	85.6
ARCHULETA/ARCHULETA COUNTY	50	85.4
CHAFFEE/BUENA VISTA	R-31	85.1
HUERFANO/WALSENBURG	RE-1	84.6
YUMA/EAST YUMA COUNTY	RJ-2	84.5
WELD/EATON	RE-2	83.3
PROWERS/HOLLY	RE-3	83.3
CHAFFEE/SALIDA	R-32	82.5
BENT/LAS ANIMAS	RE-1	82.5
GRAND/WEST GRAND	1	82.4
WELD/PLATTE VALLEY	RE-7	82.1
CONEJOS/SOUTH CONEJOS	RE-10	81.8
Rural		
EL PASO/MIAMI/YODER	60	88.9
MESA/PLATEAU VALLEY	50	88.5
LA PLATA/IGNACIO	11	88.2
MONTROSE/WEST END	RE-2	88.0
ROUTT/SOUTH ROUTT	RE-3	87.5
PROWERS/GRANADA	RE-1	87.5
SAGUACHE/MOUNTAIN VALLEY	RE 1	87.5
GARFIELD/PARACHUTE	16	87.3
EL PASO/CALHAN	RJ-1	87.0
CONEJOS/NORTH CONEJOS	RE-1J	86.6
EL PASO/ELLICOTT	22	85.7
MORGAN/WIGGINS	RE-50(J)	85.2
OTERO/MANZANOLA	3	84.2
GILPIN/GILPIN COUNTY	RE-1	84.0
RIO GRANDE/SARGENT	RE-33J	83.3
DOLORES/DOLORES COUNTY	RE NO.2	81.8
ELBERT/KIOWA	C-2	81.8
Recreational		
ROUTT/STEAMBOAT SPRINGS	RE-2	89.7
SAN MIGUEL/TELLURIDE	R-1	89.5
GRAND/EAST GRAND	2	88.6
EAGLE/EAGLE COUNTY	RE-50	82.3
Small Attendance		
WELD/PAWNEE	RE-12	87.5
BACA/CAMPO	RE-6	83.3
LAS ANIMAS/BRANSON REORGANIZED	82	83.3

Districts Currently Below the 81.4% Colorado Graduation Rate
(Listed by School Finance Act Categories)

School District	Number	1991 Graduation Rate
Core City		
DENVER/DENVER COUNTY	1	74.7
Denver/Metro		
BOULDER/BOULDER VALLEY	RE-2	78.2
ADAMS/BRIGHTON	27	76.7
ADAMS/NORTHGLENN-THORNTON	12	76.4
ARAPAHOE/ENGLEWOOD	1	76.3
ADAMS/WESTMINSTER	50	74.1
ADAMS/MAPLETON	1	71.1
ADAMS-ARAPAHOE/AURORA	28	67.1
ADAMS/ADAMS COUNTY	14	57.6
Urban/Suburban		
PUEBLO/PUEBLO COUNTY RURAL	70	80.3
MESA/MESA COUNTY VALLEY	51	80.1
EL PASO/HARRISON	2	78.5
EL PASO/MANITOU SPRINGS	14	77.3
PUEBLO/PUEBLO CITY	60	77.0
EL PASO/COLORADO SPRINGS	11	76.3
EL PASO/FALCON	49	70.7
EL PASO/FOUNTAIN	8	68.2
Outlying City		
MORGAN/FORT MORGAN	RE-3	78.1
FREMONT/CANON CITY	RE-1	75.7
ALAMOSA/ALAMOSA	RE-11J	74.0
MONTEZUMA/MONTEZUMA-CORTEZ	RE-1	68.7
SAGUACHE/CENTER	26	62.2
Outlying Town		
CROWLEY/CROWLEY COUNTY	RE-1-J	81.3
RIO GRANDE/MONTE VISTA	C-8	80.0
WELD/WINDSOR	RE-4	80.0
FREMONT/FLORENCE	RE-2	80.0
TELLER/WOODLAND PARK	RE-2	79.9
WELD/FORT LUPTON	RE-8	79.7
LARIMER/PARK (ESTES PARK)	R-3	79.0
GARFIELD/ROARING FORK	RE-1	78.3
WASHINGTON/AKRON	R-1	76.9
ADAMS/BENNETT	29	75.9
LAKE/LAKE COUNTY	R-1	72.7
WELD/JOHNSTOWN-MILLIKEN	RE-5J	71.7
OTERO/EAST OTERO	R-1	71.3
ELBERT/ELIZABETH	C-1	69.9
Rural		
LINCOLN/GENOA-HUGO	C113	81.3
TELLER/CRIPPLE CREEK-VICTOR	RE-1	80.0
ARAPAHOE/DEER TRAIL	26	80.0
BENT/MCCLAVE	RE-2	80.0
ARAPAHOE/BYERS	32	79.3
ELBERT/BIG SANDY	100	78.9
WASHINGTON/OTIS	R-3	76.9
SAN MIGUEL/NORWOOD	R-2J	76.5
BACA/WALSH	RE-1	73.7
Recreational		
SUMMIT/SUMMIT	RE-1	80.8
LA PLATA/DURANGO	9	69.8
Small Attendance		
EL PASO/HANOVER	28	71.4

SEE NOTES ON PAGE 15

Districts Currently Meeting Their Objectives for Graduation Rate[3]:

- **69** of Colorado's districts reported that they were currently meeting their objectives for graduation rate.
- The shift in formula for determining this rate partially explains the lower number of districts that met their 1990/91 goals.

Table 2 shows the Colorado school districts that achieved a 100% graduation rate for the past two years.

- The 19 districts that accomplished this rate are all either rural or small attendance districts.

Table 3 presents Colorado school districts that showed the greatest gain in graduation rate during the 1990/1991 school year.

- **12** of the 25 districts showing greatest gains during the 1990/91 school year also reported making expected gains in student achievement.
- These high gains were realized by districts from a variety of School Finance Act categories.
- Colorado's largest school district, Jefferson County, increased its graduation rate 8.5% to a rate above Colorado's 1995 goal.

Table 2: Districts Achieving a 100% Graduation Rate For the Past Two Years

School District	Number		
CONEJOS/SANFORD	6	MESA/DEBEQUE	49
EL PASO/CSDB		MINERAL/CREEDE CONSOLIDATED	1
EL PASO/EDISON	54	MORGAN/WELDON VALLEY	RE-20(J)
ELBERT/AGATE	300	OURAY/OURAY	R-1
KIOWA/PLAINVIEW	RE-2	WASHINGTON/LONE STAR	101
KIT CARSON/ARRIBA-FLAGLER	C-20	WASHINGTON/WOODLIN	R-104
KIT CARSON/BETHUNE	R-5	WELD/BRIGGSDALE	RE-10
LAS ANIMAS/AGUILAR	6	WELD/PRAIRIE	RE-11
LAS ANIMAS/HOEHNE REORGAN	3		
LINCOLN/KARVAL	RE-23		
LOGAN/BUFFALO	RE-4		

Table 3: Colorado Districts Showing Greatest Gains in Graduation Rate During the 1990/91 School Year

School District	Number	1990 Graduation Rate	1991 Graduation Rate	Graduation Rate Gain	Achievement Gains
BACA/PRITCHETT	RE-3	66.7	90.0	23.3	†
LA PLATA/BAYFIELD	10	72.9	90.4	17.5	†
BACA/VILAS	RE-5	83.3	100.0	16.7	
PARK/FAIRPLAY	RE-2	78.3	94.1	15.8	
BENT/LAS ANIMAS	RE-1	67.5	82.5	15	†
PROWERS/WILEY	RE-13JT	80.0	94.4	14.4	†
SAGUACHE/MOFFAT	2	85.7	100.0	14.3	†
ELBERT/ELBERT	200	87.5	100.0	12.5	†
SAN JUAN/SILVERTON	1	87.5	100.0	12.5	†
GARFIELD/PARACHUTE	16	75.5	87.3	11.8	
LOGAN/FRENCHMAN	RE-3	88.9	100.0	11.1	
COSTILLA/CENTENNIAL	R-1	89.3	100.0	10.7	
JACKSON/NORTH PARK	R-1	84.2	94.1	9.9	
WELD/GILCREST	RE-1	82.9	92.8	9.9	
SAN MIGUEL/TELLURIDE	R-1	80.0	89.5	9.5	
GRAND/EAST GRAND	2	79.3	88.6	9.3	†
GUNNISON/GUNNISON WATERSHED	RE1J	80.2	89.3	9.1	
WELD/KEENESBURG	RE-3	81.5	90.5	9	
KIOWA/EADS	RE-1	91.3	100.0	8.7	†
JEFFERSON COUNTY	R-1	82.5	91.0	8.5	†
RIO GRANDE/DEL NORTE	C-7	83.3	91.7	8.4	
WASHINGTON/ARICKAREE	R-2	91.7	100.0	8.3	
RIO BLANCO/MEEKER	RE-1	89.1	97.3	8.2	†
SEDGWICK/PLATTE VALLEY	RE-3	92.0	100.0	8	
CONEJOS/NORTH CONEJOS	RE-1J	78.9	86.6	7.7	†

+ District reported making expected gains in student achievement.

In Weld County RE-1 (Gilcrest), the graduation rate has improved each year since baseline data were established in 1987 (81.3%). The current graduation rate is 92.8%. The Gilcrest progress report cites several programs that assist at-risk students including the Weld Opportunity School, Early Prevention of School Failure, and the Family Education Center. During the 1990/91 school year, achievement gains were made as well. In particular, Hispanic scores using the ITBS/TAP improved overall in reading, math and language.

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Table 4 presents the 1990 and 1991 graduation rate and 1991 goal for Colorado school districts (listed by School Finance Act categories).

Table 4: Colorado School Districts' 1990 and 1991 Graduation Rates and 1991 Goal (listed by School Finance Act Categories)

School District Setting	Number	1990[2] Graduation Rate	1991[1] Graduation Goal	1991[2] Graduation Rate
Core City				
DENVER/DENVER COUNTY	1	79.8		74.7
Denver/Metro				
JEFFERSON COUNTY	R-1	82.5	86.7	91.0
ARAPAHOE/CHERRY CREEK	5	90.4		88.8
DOUGLAS/DOUGLAS COUNTY	RE-1	88.2		88.4
ARAPAHOE/LITTLETON	6	82.8		83.4
ARAPAHOE/SHERIDAN	2	90.6	92.0	82.8
BOULDER/BOULDER VALLEY	RE-2	79.0	85.7	78.2
ADAMS/BRIGHTON	27	74.1		76.7
ADAMS/NORTHGLENN-THORNTON	12	80.6	84.5	76.4
ARAPAHOE/ENGLEWOOD	1	75.1	80.0	76.3
ADAMS/WESTMINSTER	50	81.9	83.9	74.1
ADAMS/MAPLETON	1	77.4	78.6	71.1
ADAMS-ARAPAHOE/AURORA	28	77.4	80.0	67.1
ADAMS/ADAMS COUNTY	14	75.8	80.0	57.6
Urban/Suburban				
EL PASO/CHEYENNE MOUNTAIN	12	96.2		95.1
EL PASO/ACADEMY	20	88.6	88.6	90.3
EL PASO/LEWIS-PALMER	38	83.1		86.5
BOULDER/ST. VRAIN VALLEY	RE-1J	86.2	85.7	84.9
EL PASO/WIDEFIELD	3	85.0		83.9
LARIMER/POUDRE	R-1	82.7		83.1
WELD/GREELEY	6	79.3		83.0
LARIMER/THOMPSON	R-2J	83.3		82.8
PUEBLO/PUEBLO COUNTY RURAL	70	89.2	92.6	80.3
MESA/MESA COUNTY VALLEY	51	78.9	79.0	80.1
EL PASO/HARRISON	2	83.5		78.5
EL PASO/MANITOU SPRINGS	14	76.1	78.0	77.3
PUEBLO/PUEBLO CITY	60	79.6	80.3	77.0
EL PASO/COLORADO SPRINGS	11	76.3	80.5	76.3
EL PASO/FALCON	49	86.5	88.5	70.7
EL PASO/FOUNTAIN	8	73.8	75.8	68.2
Outlying City				
LOGAN/VALLEY	RE-1	92.8	94.1	92.7
LAS ANIMAS/TRINIDAD	1	83.1	96.0	86.9
DELTA/DELTA COUNTY	50	86.8	87.0	86.8
PROWERS/LAMAR	RE-2	79.2	82.0	83.1
MOFFAT/MOFFAT COUNTY	RE:NO 1	83.9		81.9
MONTROSE/MONTROSE COUNTY	RE-1J	77.9		81.9
MORGAN/FORT MORGAN	RE-3	82.3	84.3	78.1
FREMONT/CANON CITY	RE-1	76.9	-	75.7
ALAMOSA/ALAMOSA	RE-11J	84.8	97.4	74.0
MONTEZUMA/MONTEZUMA-CORTEZ	RE-1	90.9	84.0	68.7
SAGUACHE/CENTER	26	70.6	77.0	62.2
Outlying Town				
LINCOLN/LIMON	RE-4J	95.8	100.0	100.0
RIO BLANCO/MEEKER	RE-1	89.1	98.0	97.3
CHEYENNE/CHEYENNE WELLS	RE-5	100.0	100.0	96.3
ROUTT/HAYDEN	RE-1	96.7	90.0	96.0
PHILLIPS/HOLYOKE	RE-1J	97.4	100.0	94.4
CLEAR CREEK	RE-1	86.4	85.3	93.3
WELD/GILCREST	RE-1	82.9	89.2	92.8
RIO GRANDE/DEL NORTE	C-7	83.3	81.0	91.7
OTERO/FOWLER	R-4J	96.4	92.0	91.3
BACA/SPRINGFIELD	RE-4	100.0	90.0	90.0
WELD/AULT-HIGHLAND	RE-9	90.7	92.0	89.5
YUMA/WEST YUMA COUNTY	RJ-1	83.5	84.0	89.4
GUNNISON/GUNNISON WATERSHED	RE1J	80.2	82.5	89.3
RIO BLANCO/RANGELY	RE-4	91.8		88.7
KIT CARSON/BURLINGTON	RE-6J	86.2	90.0	87.2
MORGAN/BRUSH	RE-2(J)	91.5		86.9
GARFIELD/GARFIELD	RE-2	80.8		85.7
OTERO/ROCKY FORD	R-2	86.7		85.6
ARCHULETA/ARCHULETA COUNTY	50	78.6	78.0	85.4
CHAFFEE/BUENA VISTA	R-31	81.5		85.1
HUERFANO/WALSENBURG	RE-1	85.1	90.0	84.6
YUMA/EAST YUMA COUNTY	RJ-2	89.7	96.4	84.5

Notes

[1]Only districts that specifically indicated a 1991 objective for graduation rate (137 districts) were included in the student and district averages. Some districts included only the 1995 goal or objective. The student average weights all students equally. The district average weights all districts equally.

[2]Excludes Alternative Schools. For the Class of 1990, each high school's graduation rate was based on three years of available data. For the Class of 1991, the graduation rate for each high school was calculated based on whether it is a three-year or four-year high school. However, each district's 1991 graduation rate was based on a four year rate.

[3]Determination of whether districts are meeting their own objectives could not be decided for some districts that included only a 1995 goal.

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School District Setting	Number	1990[2] Graduation Rate	1991[1] Graduation Goal	1991[2] Graduation Rate
Outlying Town				
WELD/EATON	RE-2	87.0	89.0	83.3
PROWERS/HOLLY	RE-3	100.0	95.0	83.3
CHAFFEE/SALIDA	R-32	79.1	82.0	82.5
BENT/LAS ANIMAS	RE-1	67.5		82.5
GRAND/WEST GRAND	1	82.9		82.4
WELD/PLATTE VALLEY	RE-7	89.5	90.0	82.1
CONEJOS/SOUTH CONEJOS	RE-1O	91.1	90.0	81.8
CROWLEY/CROWLEY COUNTY	RE-1-J	85.7	91.9	81.3
RIO GRANDE/MONTE VISTA	C-8	86.4	90.0	80.0
FREMONT/FLORENCE	RE-2	84.4		80.0
WELD/WINDSOR	RE-4	89.8		80.0
TELLER/WOODLAND PARK	RE-2	87.8	89.3	79.9
WELD/FORT LUPTON	RE-8	77.6		79.7
LARIMER/PARK (ESTES PARK)	R-3	86.7	95.0	79.0
GARFIELD/ROARING FORK	RE-1	83.0	87.0	78.3
WASHINGTON/AKRON	R-1	83.7	96.0	76.9
ADAMS/BENNETT	29	89.8	92.0	75.9
LAKE/LAKE COUNTY	R-1	83.3		72.7
WELD/JOHNSTOWN-MILLIKEN	RE-5J	77.2	90.0	71.7
OTERO/EAST OTERO	R-1	69.5	72.0	71.3
ELBERT/ELIZABETH	C-1	80.4		69.9
Rural				
SAN JUAN/SILVERTON	1	87.5	90.0	100.0
LAS ANIMAS/HOEHNE REORGAN	3	100.0	98.0	100.0
CONEJOS/SANFORD	6	100.0	100.0	100.0
KIOWA/EADS	RE-1	91.3	97.0	100.0
LOGAN/FRENCHMAN	RE-3	88.9	100.0	100.0
LAS ANIMAS/PRIMERO REORGAN	2	92.9	100.0	100.0
PHILLIPS/HAXTUN	RE-2J	94.4	95.0	100.0
OURAY/OURAY	R-1	100.0	100.0	100.0
KIT CARSON/ARRIBA-FLAGLER	C-20	100.0	100.0	100.0
SEDGWICK/PLATTE VALLEY	RE-3	92.0	100.0	100.0
OTERO/SWINK	33	95.0	96.0	100.0
LAS ANIMAS/AGUILAR	6	100.0	100.0	100.0
COSTILLA/CENTENNIAL	R-1	89.3	95.0	100.0
LOGAN/BUFFALO	RE-4	100.0	95.0	100.0
KIT CARSON/STRATTON	R-4	93.8	98.0	95.7
CUSTER/WESTCLIFFE	C-1	93.1	95.0	95.7
EL PASO/PEYTON	23	100.0	91.0	94.4
PROWERS/WILEY	RE-13JT	80.0	100.0	94.4
PARK/FAIRPLAY	RE-2	78.3	90.0	94.1
FREMONT/COTOPAXI	RE-3	91.7	95.0	94.1
JACKSON/NORTH PARK	R-1	84.2	100.0	94.1
ADAMS/STRASBURG	31	91.1	95.0	93.8
MONTEZUMA/MANCOS	RE-6	88.2	96.0	93.1
PARK/PLATTE CANYON	1	92.6	95.0	93.0
OURAY/RIDGWAY	R-2	100.0	100.0	92.9
OTERO/CHERAW	31	100.0	100.0	90.9
WELD/KEENESBURG	RE-3	81.5	85.0	90.5
LA PLATA/BAYFIELD	10	72.9		90.4
ALAMOSA/SANGRE DE CRISTO	RE-22J	100.0	100.0	90.0
MONTEZUMA/DOLORES	RE-4A	92.7	92.7	90.0
HUERFANO/LA VETA	RE-2	100.0	98.0	90.0
EL PASO/MIAMI/YODER	60	87.5		88.9
MESA/PLATEAU VALLEY	50	90.9		88.5
LA PLATA/IGNACIO	11	86.8	90.0	88.2
MONTROSE/WEST END	RE-2	82.1	100.0	88.0
ROUTT/SOUTH ROUTT	RE-3	92.6		87.5
SAGUACHE/MOUNTAIN VALLEY	RE 1	100.0	100.0	87.5
PROWERS/GRANADA	RE-1	88.2	87.0	87.5
GARFIELD/PARACHUTE	16	75.5	86.0	37.3

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School District Setting	Number	1990[2] Graduation Rate	1991[1] Graduation Goal	1991[2] Graduation Rate
Outlying Town				
EL PASO/CALHAN	RJ-1	87.5		87.0
CONEJOS/NORTH CONEJOS	RE-1J	78.9	82.8	86.6
EL PASO/ELLICOTT	22	94.7	95.2	85.7
MORGAN/WIGGINS	RE-50(J)	79.2	100.0	85.2
OTERO/MANZANOLA	3	100.0	92.0	84.2
GILPIN/GILPIN COUNTY	RE-1	84.0	84.0	84.0
RIO GRANDE/SARGENT	RE-33J	100.0	90.0	83.3
ELBERT/KIOWA	C-2	92.3	100.0	81.8
DOLORES/DOLORES COUNTY	RE NO.2	90.9	90.0	81.8
LINCOLN/GENOA-HUGO	C113	89.5	97.0	81.3
ARAPAHOE/DEER TRAIL	26	84.6	95.0	80.0
TELLER/CRIPPLE CREEK-VICTOR	RE-1	90.0	96.0	80.0
BENT/MCCLAVE	RE-2	85.7	100.0	80.0
ARAPAHOE/BYERS	32	91.7		79.3
ELBERT/BIG SANDY	100	95.0	100.0	78.9
WASHINGTON/OTIS	R-3	100.0	100.0	76.9
SAN MIGUEL/NORWOOD	R-2J	100.0	95.0	76.5
BACA/WALSH	RE-1	87.5	98.0	73.7
Recreational				
PITKIN/ASPEN	1	92.0	92.0	94.5
ROUTT/STEAMBOAT SPRINGS	RE-2	88.5	95.0	89.7
SAN MIGUEL/TELLURIDE	R-1	80.0		89.5
GRAND/EAST GRAND	2	79.3	90.0	88.6
EAGLE/EAGLE COUNTY	RE-50	83.6		82.3
SUMMIT/SUMMIT	RE-1	82.5	84.0	80.8
LA PLATA/DURANGO	9	84.9		69.8
Small Attendance				
SAGUACHE/MOFFAT	2	85.7	90.0	100.0
WELD/BRIGGSDALE	RE-10	100.0	100.0	100.0
KIT CARSON/BETHUNE	R-5	100.0	90.0	100.0
WASHINGTON/WOODLIN	R-104	100.0	100.0	100.0
EL PASO/EDISON	54	100.0	100.0	100.0
WELD/PRAIRIE	RE-11	100.0	100.0	100.0
MORGAN/WELDON VALLEY	RE-20(J)	100.0	100.0	100.0
MINERAL/CREEDE CONSOLIDATED	1	100.0	90.0	100.0
KIOWA/PLAINVIEW	RE-2	100.0	100.0	100.0
ELBERT/AGATE	300	100.0	100.0	100.0
WASHINGTON/LONE STAR	101	100.0	100.0	100.0
BACA/VILAS	RE-5	83.3	100.0	100.0
ELBERT/ELBERT	200	87.5	100.0	100.0
CHEYENNE/KIT CARSON	R-1	92.9	100.0	100.0
WASHINGTON/ARICKAREE	R-2	91.7	100.0	100.0
EL PASO/CSDB		100.0	100.0	100.0
MESA/DEBEQUE	49	100.0	100.0	100.0
LINCOLN/KARVAL	RE-23	100.0	100.0	100.0
KIT CARSON/HI-PLAINS	R-23	100.0	100.0	91.7
LAS ANIMAS/KIM REORGANIZED	88	100.0	100.0	90.0
BACA/PRITCHETT	RE-3	66.7	90.0	90.0
WELD/PAWNEE	RE-12	100.0	100.0	87.5
LAS ANIMAS/BRANSON REORGANIZED	82	100.0	100.0	83.3
BACA/CAMPO	RE-6	100.0	100.0	83.3
EL PASO/HANOVER	28	83.3	100.0	71.4

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II. PROGRESS: ATTENDANCE RATE

Goal(s)/Priority Objective(s):

GOAL : Colorado's public school attendance rate will improve from the 1981-87 average rate of 92 percent to 95% by July 1, 1995.

PRIORITY OBJECTIVES:

- Each year, all Colorado school districts certify their attendance rates as part of the annual reporting cycle to the state.
- School districts certifying an attendance rate below 95 percent have a process to improve attendance in their annual plans.

Context:

The state's attendance goal is an important component for achieving the state's graduation rate and achievement rate goals. Elementary schools generally enjoy higher levels of school attendance than do middle and high schools. In addition, rural schools usually out perform urban and suburban schools in student attendance. In Colorado, incentive programs and policy changes are successful in increasing student attendance.

Definition(s):

STUDENT ATTENDANCE

Student attendance is when a student is present where assigned and is engaged in the district's educational process.

1991 Findings:

1991 Attendance Rate Goal for Colorado School Districts[1]:

- The student average, which weights all Colorado students equally, placed the attendance rate goal at 94.7%. The district average which weights all districts equally placed the goal at 95.1%.
- Attendance rate goals ranged from 92 to 98%.
- The student and district average attendance rate data show that Colorado's school districts demonstrated high aspirations for student attendance in 1991.

1991 Actual Attendance Rate Average for Colorado School Districts[2]

- The student average placed the actual attendance rate at 94.5%. The district average placed the attendance rate at 94.6%
- Average attendance rates in Colorado school districts ranged from 87 to 98%.
- Colorado schools are well on their way to exceeding the 1995 goal of 95%.

Table 5 shows those Colorado school districts currently meeting or exceeding the 1995 goal of 95%, those above the state average and those below.[2] This information is listed by School Finance Act categories.

- The majority of outlying town and small attendance districts met or exceeded the 1995 goal of 95%.
- The majority of urban/suburban, rural, and recreational districts were above the state average attendance rate of 94.5%.
- The majority of Denver/metro and outlying city districts were below the state average attendance rate of 94.5%.

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Table 5: 1991 Attendance Rates for Colorado Schools:[2]

Districts Currently Meeting or Exceeding the 1995 Goal of 95% Listed by School Finance Act Categories

SCHOOL DISTRICT	NUMBER	POPULATION
Denver/Metro		
BOULDER/BOULDER VALLEY	RE-2	95.7
JEFFERSON COUNTY	R-1	95.6
ARAPAHOE/LITTLETON	6	95.3
DOUGLAS/DOUGLAS COUNTY	RE-1	95
Urban/Suburban		
EL PASO/CHEYENNE MOUNTAIN	12	95.9
EL PASO/ACADEMY	20	95.8
EL PASO/LEWIS-PALMER	38	95.5
MESA/MESA COUNTY VALLEY	51	95.3
EL PASO/HARRISON	2	95.2
EL PASO/WIDEFIELD	3	95.1
Outlying City		
FREMONT/CANON CITY	RE-1	96
MORGAN/FORT MORGAN	RE-3	95.4
MONTROSE/MONTROSE COUNTY	RE-1J	95.2
LOGAN/VALLEY	RE-1	95.1
Outlying Town		
YUMA/EAST YUMA COUNTY	RJ-2	98
WASHINGTON/AKRON	R-1	96.4
YUMA/WEST YUMA COUNTY	RJ-1	96.4
CHEYENNE/CHEYENNE WELLS	RE-5	96.3
OTERO/FOWLER	R-4J	96
PHILLIPS/HOLYOKE	RE-1J	95.8
PROWERS/HOLLY	RE-3	95.8
GARFIELD/GARFIELD	RE-2	95.8
FREMONT/FLORENCE	RE-2	95.7
WELD/JOHNSTOWN-MILLIKEN	RE-5J	95.6
RIO GRANDE/DEL NORTE	C-7	95.6
GRAND/WEST GRAND	1	95.4
RIO BLANCO/MEEKER	RE-1	95.4
LARIMER/PARK (ESTES PARK)	R-3	95.4
WELD/GILCREST	RE-1	95.2
BACA/SPRINGFIELD	RE-4	95
Rural		
LAS ANIMAS/AGUILAR	6	98
SEDGWICK/PLATTE VALLEY	RE-3	98
OTERO/SWINK	33	97.7
WASHINGTON/OTIS	R-3	97
LOGAN/FRENCHMAN	RE-3	97
PROWERS/WILEY	RE-13JT	96.4
SAGUACHE/MOUNTAIN VALLEY	RE 1	96.3
KIT-CARSON/ARRIBA-FLAGLER	C-20	96.1
KIT CARSON/STRATTON	R-4	96.1
BENT/MCCLAVE	RE-2	96.1
LOGAN/BUFFALO	RE-4	96
ADAMS/STRASBURG	31	96
ARAPAHOE/DEER TRAIL	26	96
KIOWA/EADS	RE-1	96
FREMONT/COTOPAXI	RE-3	96
LAS ANIMAS/HOEHNE REORGAN	3	95.9
OTERO/CHERAW	31	95.9
PHILLIPS/HAXTUN	RE-2J	95.8
PROWERS/GRANADA	RE-1	95.7
HUERFANO/LA VETA	RE-2	95.7
MORGAN/WIGGINS	RE-50(J)	95.3
EL PASO/PEYTON	23	95.3
EL PASO/MIAMI/YODER	60	95
ROUTT/SOUTH ROUTT	RE-3	95
EL PASO/ELLICOTT	22	95
LAS ANIMAS/PRIMERO REORGAN	2	95
BACA/WALSH	RE-1	95
Recreational		
ROUTT/STEAMBOAT SPRINGS	RE-2	97
SAN MIGUEL/TELLURIDE	R-1	95
Small Attendance		
LAS ANIMAS/BRANSON REORGANIZED;82		97.2
MORGAN/WELDON VALLEY	RE-20(J)	97
KIOWA/PLAINVIEW	RE-2	96.4

SCHOOL DISTRICT	NUMBER	POPULATION
Small Attendance		
KIT CARSON/BETHUNE	R-5	96.3
LINCOLN/KARVAL	RE-23	96.3
LAS ANIMAS/KIM REORGANIZED	88	96
BACA/PRITCHETT	RE-3	96
MINERAL/CREEDE CONSOLIDATED	1	96
BACA/VILAS	RE-5	96
KIT CARSON/HI-PLAINS	R-23	96
WASHINGTON/LONE STAR	101	95.9
WASHINGTON/WOODLIN	R-104	95.8
WELLS/PAWNEE	RE-12	95.5
EL PASO/EDISON	54	95.2
WASHINGTON/ARICKAREE	R-2	95
BACA/CAMPO	RE-6	95

Districts Currently Meeting or Exceeding the 94.5% Colorado Average Attendance Rate but Below the 1995 Goal of 95% Listed by School Finance Act Categories

Urban/Suburban		
LARIMER/THOMPSON	R-2J	94.7
LARIMER/POUDRE	R-1	94.7
BOULDER/ST. VRAIN VALLEY	RE-1J	94.6
Outlying Towns		
MORGAN/BRUSH	RE-2(J)	94.7
GUNNISON/GUNNISON WATERSHED	RE1J	94.7
Rural		
MESA/PLATEAU VALLEY	50	94.9
CONEJOS/SANFORD	6	94.8
ALAMOSA/SANGRE DE CRISTO	RE-22J	94.8
CUSTER/WESTCLIFFE	C-1	94.8
LINCOLN/GENOA-HUGO	C113	94.7
OURAY/RIDGWAY	R-2	94.5
Recreational		
LA PLATA/DURANGO	9	94.9
SUMMIT/SUMMIT	RE-1	94.6
Small Attendance		
WELD/BRIGGSDALE	RE-10	94.9

Districts Currently Performing Below the 94.5% Colorado Average Attendance Rate Listed by School Finance Act Categories

Denver/Metro		
ADAMS/ADAMS COUNTY	14	94.3
ARAPAHOE/SHERIDAN	2	93.7
ADAMS/NORTHGLENN-THORNTON	12	93.5
ADAMS/MAPLETON	1	93.5
ADAMS-ARAPAHOE/AURORA	28	92.8
ARAPAHOE/CHERRY CREEK	5	92.7
ADAMS/BRIGHTON	27	92.1
Urban/Surburban		
EL PASO/MANITOU SPRINGS	14	94.3
EL PASO/FALCON	49	94.2
WELD/GREELEY	6	94.2
EL PASO/FOUNTAIN	8	94.1
PUEBLO/PUEBLO COUNTY RURAL	70	93
PUEBLO/PUEBLO CITY	60	92.9
Outlying City		
LAS ANIMAS/TRINIDAD	1	94
MOFFAT/MOFFAT COUNTY	RE:NO 1	94
DELTA/DELTA COUNTY	50	93.8
ALAMOSA/ALAMOSA	RE-11J	93.7
SAGUACHE/CENTER	26	93.1
MONTEZUMA/MONTEZUMA-CORTEZ	RE-1	90.4
Outlying Town		
WELD/AULT-HIGHLAND	RE-9	94.4
OTERO/EAST OTERO	R-1	94.1
ROWLEY/CROWLEY COUNTY	RE-1-J	94.1
WELD/WINDSOR	RE-4	94

SCHOOL DISTRICT	NUMBER	POPULATION
Outlying Town		
ARCHULETA/ARCHULETA COUNTY	50	94
GARFIELD/ROARING FORK	RE-1	94
TELLER/WOODLAND PARK	RE-2	93.4
BENT/LAS ANIMAS	RE-1	92.9
CONEJOS/SOUTH CONEJOS	RE-1O	92.5
HUERFANO/WALSENBURG	RE-1	92.5
LAKE/LAKE COUNTY	R-1	92
CLEAR CREEK	RE-1	92
Rural		
OTERO/MANZANOLA	3	94.4
WELD/KEENESBURG	RE-3	94.3
LA PLATA/IGNACIO	11	94
ELBERT/KIOWA	C-2	94
MONTEZUMA/MANCOS	RE-6	93.8
OURAY/OURAY	R-1	93.8
SAN JUAN/SILVERTON	1	93.8
GARFIELD/PARACHUTE)16	93.7	
DOLORES/DOLORES COUNTY	RE NO.2	93.7
ARAPAHOE/BYERS	32	93.6
GILPIN/GILPIN COUNTY	RE-1	93.1
CONEJOS/NORTH CONEJOS	RE-1J	93
RIO GRANDE/SARGENT	RE-33J	93
MONTEZUMA/DOLORES	RE-4A	93
PARK/FAIRPLAY	RE-2	92.6
LA PLATA/BAYFIELD	10	92.4
TELLER/CRIPPLE CREEK-VICTOR	RE-1	91
ELBERT/BIG SANDY	100	90.8
COSTILLA/CENTENNIAL	R-1	89.3
SAN MIGUEL/NORWOOD	R-2J	87
Recreational		
EAGLE/EAGLE COUNTY	RE-50	92.7
PITKIN/ASPEN	1	92
Small Attendance		
ELBERT/AGATE	300	94.3
EL PASO/CSDB		94
ELBERT/ELBERT	200	94
MESA/DEBEQUE	49	93.9
WELD/PRAIRIE	RE-11	93
SAGUACHE/MOFFAT	2	92.4
EL PASO/HANOVER	28	92
HINSDALE/HINSDALE COUNTY	RE-1	92

SEE NOTE S ON PAGE 20

Colorado Districts Currently Meeting Their Objectives for Attendance Rate[3]:

- The majority of Colorado districts met their objectives for attendance.
- **95** districts indicated that they are meeting their objectives.
- **68** districts reported performance below expected levels.

Table 6 presents Colorado school districts that showed the greatest gains in attendance rate during the 1990/91 school year.

- Those districts showing greatest gains were from a variety of School Finance Act categories.
- The greatest gain shown was by a Denver/metro district, Adams 12.

Table 7 presents the 1990 and 1991 attendance rates and 1991 goal for Colorado school districts (listed by School Finance Act categories)

Table 6: Colorado Districts Showing Greatest Gains in Attendance Rate During the 1990/91 School Year

SCHOOL DISTRICT	NUMBER	1991 Att. Rate	1990 Att. Rate	Differenc
ADAMS/NORTHGLENN-THORNTON	12	93.5	86	7.5
OTERO/SWINK	33	97.7	91	6.7
FREMONT/COTOPAXI	RE-3	96	92	4
PITKIN/ASPEN	1	92	88.8	3.2
LAS ANIMAS/BRANSON REORGANIZED	82	97.2	95.1	2.1
LOGAN/FRENCHMAN	RE-3	97	95	2
YUMA/EAST YUMA COUNTY	RJ-2	98	96.1	1.9
ALAMOSA/SANGRE DE CRISTO	RE-22J	94.8	93	1.8
PARK/FAIRPLAY	RE-2	92.6	91.1	1.5

Notes

[1]Only districts that specifically indicated a 1991 objective for attendance rate (150 districts) were included in the student and district averages. Some districts included only the 1995 goal or objective. The student average weights all students equally. The district average weights all districts equally.

[2]Only districts that specifically indicated an overall district attendance rate were included in the 1990 and 1991 findings. Some districts listed results by levels, not for the district as a whole.

[3]Determination of whether districts are meeting their own objectives could not be decided for some districts (11) that included only a 1995 goal.

Table 7: Colorado School Districts' 1990 and 1991 Attendance Rates and 1991 Goal (Listed by School Finance Act Categories)

SCHOOL DISTRICT	NUMBER	1990 Att. Rate[2]	1991 Att. Goal[1]	1991 Att. Rate[2]
Core City				
DENVER/DENVER COUNTY	1			
DOUGLAS/DOUGLAS COUNTY	RE-1	95.1	95.1	95
Denver/Metro				
JEFFERSON COUNTY	R-1	96.4	95	95.6
ADAMS-ARAPAHOE/AURORA	28	94.2		92.8
ADAMS/MAPLETON	1	94.4	94	93.5
BOULDER/BOULDER VALLEY	RE-2	95.1	95	95.7
ADAMS/ADAMS COUNTY	14	94.2	94.7	94.3
ARAPAHOE/CHERRY CREEK	5	94.1		92.7
ARAPAHOE/LITTLETON	6	94		95.3
ARAPAHOE/SHERIDAN	2	93.6	94.3	93.7
ADAMS/NORTHGLENN-THORNTON	12	86		93.5
ADAMS/BRIGHTON	50	92	92.5	92.1
ADAMS/WESTMINSTER	27			
ARAPAHOE/ENGLEWOOD	1		95	
Urban/Suburban				
EL PASO/ACADEMY	20	95.6	95	95.8
EL PASO/FOUNTAIN	8	95	95	94.1
EL PASO/WIDEFIELD	3	94.7	94.7	95.1
EL PASO/CHEYENNE MOUNTAIN	12	96.3	95	95.9
EL PASO/MANITOU SPRINGS	14	93	94	94.3
WELD/GREELEY	6	94.1		94.2
EL PASO/LEWIS-PALMER	38	96	95	95.5
PUEBLO/PUEBLO CITY	60	92.9	93.9	92.9
LARIMER/THOMPSON	R-2J	95.5	95	94.7
EL PASO/FALCON	49	94.8	94.8	94.2
EL PASO/COLORADO SPRINGS	11			
EL PASO/HARRISON	2	94.8	96	95.2
BOULDER/ST. VRAIN VALLEY	RE-1J	94.7	95	94.6
PUEBLO/PUEBLO COUNTY RURAL	70	94.3	95	93
MESA/MESA COUNTY VALLEY	51		92	95.3
LARIMER/POUDRE	R-1	95.2	94.5	94.7
Outlying City				
LAS ANIMAS/TRINIDAD	1	94.3	94	94
MONTROSE/MONTROSE COUNTY	RE-1J	96	96	95.2
DELTA/DELTA COUNTY	50	94.4	94.6	93.8
MORGAN/FORT MORGAN	RE-3	95	95	95.4
MONTEZUMA/MONTEZUMA-CORTEZ	RE-1	93.6	94.6	90.4
SAGUACHE/CENTER	26	93.5	93	93.1
MOFFAT/MOFFAT COUNTY	RE:NO 1	94		94
LOGAN/VALLEY	RE-1	95.7	95.7	95.1
FREMONT/CANON CITY	RE-1	95	95	96
PROWERS/LAMAR	RE-2			
ALAMOSA/ALAMOSA	RE-11J	93.9	95	93.7
Outlying Town				
WELD/PLATTE VALLEY	RE-7		95	
CHAFFEE/SALIDA	R-32		95	
MORGAN/BRUSH	RE-2(J)		95	94.7
RIO BLANCO/RANGELY	RE-4			
FREMONT/FLORENCE	RE-2	94.8		95.7
RIO GRANDE/MONTE VISTA	C-8		96	
GARFIELD/GARFIELD	RE-2	95.7	95.7	95.8
YUMA/EAST YUMA COUNTY	RJ-2	96.1	96.1	98
CHAFFEE/BUENA VISTA	R-31	94.6		
CROWLEY/CROWLEY COUNTY	RE-1-J	96.4	96.9	94.1
GARFIELD/ROARING FORK	RE-1	93	95	94
CONEJOS/SOUTH CONEJOS	RE-1O	94	93	92.5
WELD/WINDSOR	RE-4	95	94	94
WASHINGTON/AKRON	R-1	95.6	96	96.4
WELD/EATON	RE-2	94.2	96.2	
PROWERS/HOLLY	RE-3	95.5	95	95.8
GRAND/WEST GRAND	1	96.3	96.3	95.4
WELD/AULT-HIGHLAND	RE-9	95.7	96	94.4
GUNNISON/GUNNISON WATERSHED	RE1J	95.5	94.4	94.7
OTERO/FOWLER	R-4J		96	96
BENT/LAS ANIMAS	RE-1	95.4	96	92.9
ELBERT/ELIZABETH	C-1			
HUERFANO/WALSENBURG	RE-1	91.7	92.7	92.5
YUMA/WEST YUMA COUNTY	RJ-1	96.3	95	96.4
WELD/FORT LUPTON	RE-8	94.5	95	
RIO BLANCO/MEEKER	RE-1	95	96	95.4

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SCHOOL DISTRICT	NUMBER	1990 Att. Rate[2]	1991 Att. Goal[1]	1991 Att. Rate[2]
LINCOLN/LIMON	RE-4J		95	
ARCHULETA/ARCHULETA COUNTY	50		95	94
ADAMS/BENNETT	29		95	
CLEAR CREEK	RE-1	94	92	92
WELD/GILCREST	RE-1	95.5	95	95.2
OTERO/ROCKY FORD	R-2			
BACA/SPRINGFIELD	RE-4		95	95
CHEYENNE/CHEYENNE WELLS	RE-5	96.8		96.3
WELD/JOHNSTOWN-MILLIKEN	RE-5J	94.7	95	95.6
ROUTT/HAYDEN	RE-1		95	
KIT CARSON/BURLINGTON	RE-6J		95	
PHILLIPS/HOLYOKE	RE-1J	95.5	97	95.8
LARIMER/PARK (ESTES PARK)	R-3	95.4	95	95.4
RIO GRANDE/DEL NORTE	C-7	95.4	95.4	95.6
OTERO/EAST OTERO	R-1	94.4	95	94.1
TELLER/WOODLAND PARK	RE-2	92.5	95	93.4
LAKE/LAKE COUNTY	R-1	92.9		92
Rural				
LA PLATA/IGNACIO	11	93.8		94
EL PASO/PEYTON	23	93.9	94	95.3
FREMONT/COTOPAXI	RE-3	92	93	96
RIO GRANDE/SARGENT	RE-33J	94	94	93
ELBERT/KIOWA	C-2	96	96	94
KIT CARSON/STRATTON	R-4	95	95	96.1
TELLER/CRIPPLE CREEK-VICTOR	RE-1	93.3	94.3	91
ALAMOSA/SANGRE DE CRISTO	RE-22J	93	95	94.8
MORGAN/WIGGINS	RE-50(J)	95	96	95.3
LAS ANIMAS/AGUILAR	6	97.6	97	98
OTERO/CHERAW	31	96.5	96.7	95.9
LAS ANIMAS/HOEHNE REORGAN	3	95.7	95	95.9
SEDGWICK/PLATTE VALLEY	RE-3	97	95	98
LAS ANIMAS/PRIMERO REORGAN	2	95	95	95
ELBERT/BIG SANDY	100	95.3	95	90.8
LINCOLN/GENOA-HUGO	C113	95.2	95	94.7
OTERO/MANZANOLA	3	94.3	96	94.4
JACKSON/NORTH PARK	R-1			
SAN MIGUEL/NORWOOD	R-2J	93.7	95	87
LOGAN/FRENCHMAN	RE-3	95	95	97
OTERO/SWINK	33	91	92	97.7
BENT/MCCLAVE	RE-2	96.6	96	96.1
OURAY/OURAY	R-1	94.4	96	93.8
MESA/PLATEAU VALLEY	50	94	95	94.9
OURAY/RIDGWAY	R-2	96.1	97	94.5
CONEJOS/SANFORD	6	95	95	94.8
PARK/FAIRPLAY	RE-2	91.1	95	92.6
MONTEZUMA/MANCOS	RE-6	94	94	93.8
PARK/PLATTE CANYON	1	95	95	
GARFIELD/PARACHUTE)	16	93.5	95	93.7
PHILLIPS/HAXTUN	RE-2J	96	96	95.8
KIT-CARSON/ARRIBA-FLAGLER	C-20	96.1	96.1	96.1
LA PLATA/BAYFIELD	10	93	94	92.4
ARAPAHOE/BYERS	32		92	93.6
SAN JUAN/SILVERTON	1	93.8	95	93.8
WELD/KEENESBURG	RE-3	94.6	95	94.3
PROWERS/GRANADA	RE-1	95.4	96	95.7
BACA/WALSH	RE-1	97.4	95	95
EL PASO/MIAMI/YODER	60	94.5		95
HUERFANO/LA VETA	RE-2	95.9	95	95.7
SAGUACHE/MOUNTAIN VALLEY	RE 1	95.3	96	96.3
CONEJOS/NORTH CONEJOS	RE-1J	93.1	93.6	93
PROWERS/WILEY	RE-13JT	96.7	97	96.4
GILPIN/GILPIN COUNTY	RE-1	93.6	95	93.1
EL PASO/ELLICOTT	22	96	95	95
ADAMS/STRASBURG	31		95	96
COSTILLA/CENTENNIAL	R-1	91	96	89.3
KIOWA/EADS	RE-1	95	96	96
ROUTT/SOUTH ROUTT	RE-3	95	95	95
WASHINGTON/OTIS	R-3	97	97	97
EL PASO/CALHAN	RJ-1			
MONTROSE/WEST END	RE-2		92.2	
CUSTER/WESTCLIFFE	C-1	95.4	95	94.8
LOGAN/BUFFALO	RE-4	95	96	96
ARAPAHOE/DEER TRAIL	26	96.4	95	96
MONTEZUMA/DOLORES	RE-4A	94.7	95.7	93
DOLORES/DOLORES COUNTY	RE NO.2	94.5	96	93.7

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SCHOOL DISTRICT	NUMBER	1990 Att. Rate[2]	1991 Att. Goal[1]	1991 Att. Rate[2]
Recreational				
PITKIN/ASPEN	1	88.8	92	92
GRAND/EAST GRAND	2			
SUMMIT/SUMMIT	RE-1	94.6	95	94.6
EAGLE/EAGLE COUNTY	RE-50	93.3	95	92.7
LA PLATA/DURANGO	9	96.2		94.9
ROUTT/STEAMBOAT SPRINGS	RE-2	97	95	97
SAN MIGUEL/TELLURIDE	R-1	95		95
Small Attendance				
HINSDALE/HINSDALE COUNTY	RE-1	91	94.4	92
WELD/BRIGGSDALE	RE-10	96.2	96.2	94.9
MESA/DEBEQUE	49	95.2	96	93.9
EL PASO/HANOVER	28	93	96	92
LINCOLN/KARVAL	RE-23	96	97	96.3
SAGUACHE/MOFFAT	2	92	95	92.4
BACA/VILAS	RE-5	97	98	96
EL PASO/EDISON	54	94.5	96	95.2
BACA/PRITCHETT	RE-3	96	97	96
WASHINGTON/ARICKAREE	R-2	95	95	95
BACA/CAMPO	RE-6	97	97	95
EL PASO/CSDB			97	94
LAS ANIMAS/KIM REORGANIZED	88	96	95	96
CHEYENNE/KIT CARSON	R-1		95	
LAS ANIMAS/BRANSON REORGANIZED	82	95.1	95	97.2
ELBERT/ELBERT	200	93	94	94
WELD/PRAIRIE	RE-11	96	96	93
MINERAL/CREEDE CONSOLIDATED	1	95	95	96
KIOWA/PLAINVIEW	RE-2	96.3	96	96.4
WASHINGTON/WOODLIN	R-104	97	95	95.8
WELLS/PAWNEE	RE-12	95.5	95	95.5
MORGAN/WELDON VALLEY	RE-20(J)	97	97	97
ELBERT/AGATE	300	96.2	96	94.3
WASHINGTON/LONE STAR	101	96.9	95	95.9
KIT CARSON/BETHUNE	R-5	95.8	95	96.3
KIT CARSON/HI-PLAINS	R-23	97	95	96

SEE NOTES ON PAGE 20

III. PROGRESS: STUDENT ACHIEVEMENT

Goal(s)/Priority Objective(s):

GOAL: Colorado's public school system will have demonstrated continuous, measurable and significant gains in education achievement for all student groups by July 1, 1995.

PRIORITY OBJECTIVES:

- Between 1989 and 1995, all Colorado school districts have increased the percentage of students successfully attaining educational outcomes as defined by their district's plan for student achievement.
- The scores of all student groups in the statewide assessment sample have increased by 5 percentile points by July 1, 1995.

Context:

A rapidly changing complex world with increased competition translates into higher expectations of students. This change has led to a need for defining student performance expectations as well as accurate measurement of what students know and can do. Each local school district has authority to determine levels of desired student performance. Because of considerable variation from district to district, few achievement indicators are available for comparison. The following results are based on varying student performance standards and assessment published by school districts.

Definition(s):

STUDENT ACHIEVEMENT:

An expected or anticipated knowledge, skill, attitude or behavior resulting from a planned instructional program, the attainment of which can be demonstrated through discernible or measurable outcomes.

ASSESSMENT:

The process by which what students know, believe, and can do is measured.

PERFORMANCE BASED ASSESSMENT:

Assessment that demonstrates a student's ability to integrate and apply what has been learned.

CRITERION REFERENCED ASSESSMENT:

Assessment tied to specific objectives or criteria. Emphasis is on an individual's performance relative to an absolute rather than a normative standard.

NORM REFERENCED ASSESSMENT:

A measure used to distinguish among members of a group by comparing an individual's performance with the performance of others in the group. This comparison is typically based on nationally normed representative samples taken under controlled conditions with a average that identifies typical performance.

FOLLOW-UP STUDIES:

Using information about a student's success at the next level of schooling or on the job to measure success of academic programming.

SATISFACTION MEASURES:

Assessments of the value a group (parents, students, teachers) places on the achievement of its students.

PORTFOLIO ASSESSMENT:

Assessment which uses a collection of student-produced artifacts as evidence of proficiency.

1991 Findings:

Table 8 presents the progress in student achievement reported by Colorado school districts during the 1990/91 school year. Information related to a variety of student assessments is summarized.

- Norm referenced tests were used by all districts to assess student achievement.

Of those districts that indicated whether or not they met their goals using this assessment, 60 percent reported success during 1990/91.

- **72** districts reported using criterion referenced tests to assess student achievement. Of those districts that indicated whether or not they met their goals using this assessment, 67 percent reported success during 1990/91.
- **22** districts reported success in reaching their student achievement goals using more than one method of assessment.
- **74** districts reported using three or more methods of assessing student achievement.

  For example, in St. Vrain Valley School District, student performance gains were reported using results from ITBS and ACT (both norm referenced), records of numbers of students completing advanced placement courses, results of application level assessments (criterion referenced performance assessments in math, science, and language arts), and the district writing assessment.
- **60** districts reported using one method of assessment only.
- **82** districts reported that they are meeting their own objectives overall[2].

Table 9 presents districts plans for measuring student achievement during the 1991/1992 school year.

- All districts included norm referenced assessment in their plans.
- **118** districts included criterion referenced or performance based assessments. These assessments are often used to measure student outcomes/proficiencies at graduation and at designated grade levels.
- **80** districts included three or more of these assessments in their plans.
- A sampling of district goal statements for 1991/92 across a variety of assessments includes:

  Performance-Based Assessment: The District will improve student writing achievement. Using "Read-on, Write-On", the literature based writing process assessment in grades one through eight, the average score in each of the six categories assessed (ideas and content, organization, voice, word choice, sentence structure and writing conventions) will increase by 10% from the fall 1991 assessment to the spring 1992 assessment. Cherry Creek 5 District

  Samples of student writing at grades 4, 7, and 10 will demonstrate a performance increase of two percent more students scoring at levels 3 and 4 as compared to the 1989/90 results. Mesa County Valley 51 District

  Portfolio Assessment: All students in the graduating class of 1994 and beyond will complete portfolios that will be used to demonstrate competencies, illustrate exhibitions of mastery, and certify diplomas. Harrison 2 District

Table 8: 1991 Progress in Student Achievement (Number of Districts)

ASSESSMENTS	DISTRICT INDICATED GOAL(S) MET	DISTRICT INDICATED GOAL(S) NOT MET	DISTRICT DID NOT INDICATE USE OF THIS ASSESSMENT	DISTRICT USED THIS ASSESSMENT[1]
Performance Based Assessment	9	7	117	41
Criterion Referenced Assessment	12	6	102	54
Norm Referenced Assessment	80	53	0	41
Follow-up Studies	11	6	140	17
Satisfaction Measures	4	7	141	22
Other (Portfolio,Project, Teacher Judgment, etc.)	2	6	120	46

Table 9: District Plans for Measuring Student Achievement 1991/92 (Number of Districts Including Assessments in Their Plans)

	DISTRICT INCLUDED ASSESSMENT IN PLAN	DISTRICT DID NOT INCLUDE ASSESSMENT IN PLAN
Performance Based Assessment	71	103
Criterion Referenced Assessment	90	84
Norm Referenced Assessment	174	0
Follow-up Studies	33	140
Satisfaction Measures	28	145
Other (Portfolio,Project, Teacher Judgment, etc.)	64	109

Criterion-Referenced Assessment: On the district language criterion referenced tests, 75% of the fifth grade will achieve 75% mastery or above. Harrison 2 District

Ninety percent of all eighth graders will pass the District Mathematics Proficiency Test and 90% of all tenth graders will pass the District Language Arts Proficiency Test. Mesa County Valley 51 District

Baseline data will be established during the 1991/92 school year regarding student proficiencies for third, fifth, eighth, and tenth grade levels. There will be an annual increase in the percentage of students successfully attaining educational outcomes as defined by the expected student proficiencies at the third, fifth, eighth, and tenth grade levels between 1991 and 1995. Pueblo 60 District

Notes

[1]District indicated using assessment. Either no specific goal was set or no determination could be made about whether goal was achieved.

[2]For some districts, no determination could be made about whether the district was meeting its objectives overall.

IV. PROGRESS: IDENTIFYING & ADDRESSING PERFORMANCE DISCREPANCIES

Goal(s)/Priority Objective(s):

PRIORITY OBJECTIVES:

- Those racial/ethnic and gender groups with currently low graduation rates have demonstrated proportionately greater increase in graduation rates each year until equity is achieved.
- Between 1989 and 1995, all Colorado high schools have continually increased the percentage of students completing advanced classes from racial/ethnic and gender groups not traditionally represented.
- Any performance discrepancy in statewide assessment among racial/ethnic and gender and other minority groups has been reduced with each successive assessment until equity is achieved.

Context:

The number of minority students in Colorado schools is increasing. Approximately 24 percent of the school population is composed of minority students. Unfortunately, there is evidence that minority groups also comprise a high percentage of those students who are not performing adequately.

Believing in the premise that all students can learn and succeed, districts and schools across the state are increasingly focusing on the achievement discrepancies between student populations. An important step has been the State Board of Education's requirement that student achievement data be disaggregated by race/ethnicity and gender with the data used for school improvement planning.

Definition(s):

PERFORMANCE DISCREPANCY:

The differences in performance among racial/ethnic and gender groups.

1991 Findings:

- **27** districts did not report sufficient information to evaluate whether the district is making progress toward identifying and addressing performance discrepancies among racial/ethnic and gender groups. In districts with fewer than ten minority students per grade level, disaggregation of data is not required.
- **57** districts reported no identified discrepancies among racial/ethnic and gender groups.
- 6 districts reported no progress identifying and addressing performance discrepancies among racial/ethnic and gender groups.
- **85** districts reported progress identifying and addressing performance discrepancies. The majority of districts focussed the progress report on strategies and programs used to reduce identified discrepancies. A smaller number of districts identified student outcomes resulting from these strategies. These reports addressed racial/ethnic discrepancies more consistently than they did gender discrepancies.
- Some Exemplary Strategies and Outcomes:

  Jefferson County provided disaggregated data and detailed analysis of student performance (students as a whole; gender groups; American/Indians/Alaskan Natives; Asian/Pacific Islanders; Black, Not Hispanic; Hispanic; and White, Not Hispanic) related to demonstrating expected or greater than expected growth relative to the ITBS/TAP Spring 1988 national norms from grades 3 to 5, 5 to 8, and 8 to 11.

  Delta County 50J identified discrepancies in performance and described promising strategies for addressing these discrepancies including: formation of an alternative high school, implementing a teen parent program, summer school remediation, providing self esteem classes, and providing career awareness.

  Boulder Valley Schools piloted a process to profile attitudinal and behavioral change that reflects valuing cultural plurality. Activities were designed to enhance appreciation for cultural diversity and to eliminate racism in schools. These activities involved nearly all professional staff, 10,000 students, 1,250 parents and nearly all support personnel.

  Weld 6 (Greeley) has narrowed the gap between Hispanic and Anglo dropout rate by 7.1%.

V. PROGRESS: MEETING NEEDS OF AT-RISK STUDENTS

Goal(s)/Priority Objective(s):

GOALS: (K-3) All Colorado schools will have established processes in grades K-3 to identify potential at-risk students and provide them with successful learning experiences upon identification.

(4-12) All Colorado schools will have educational programs in place that adequately prepare all students to enter and succeed in their next level of enrollment. These programs will provide students with appropriate skills and will ensure their continuous progress toward graduation from high school.

PRIORITY OBJECTIVES:

- Every school district in Colorado has educational alternatives available to assist all students to progress toward graduation by July 1, 1990.
- All Colorado at-risk preschool children are enrolled in quality early learning programs by July 1, 1992.

Context:

The realities of poverty, homelessness, substance abuse, as well as physical abuse, are constant threats that make all students at-risk. Failure in school and in life is a potential outcome for all students. The percentage of students considered poor in Colorado has increased to 16 percent. In 1989, 803 homeless school age students were identified. Over 7,000 victims of child abuse were reported to county agencies state-wide in 1989. While more that 11,000 students dropped out of school in 1988-89, this number was reduced to 9,978 during the 1990-1991 school year.

Colorado school districts and schools have instituted a variety of programs to gather and evaluate student data in order to meet the changing needs of students. Partnerships with employers, business, and other agencies to provide extended family support for students lacking such are among the intervention strategies being employed.

Definition(s):

AT-RISK STUDENTS:

There is no single, satisfactory definition of an "at-risk" student. Rather, there are variables that place a child or youth "at-risk". The more these factors cluster around a child or youth, the more likely there is to be special problems related to completing school.

Some variables that place a child or youth at-risk of not completing high school are:

- poor achievement
- poor attendance
- lack of cultural understanding in the educational environment
- having experienced a grade retention
- an undiscovered handicapping condition
- family issues
- poor self-esteem
- a pregnancy
- a child
- drug use
- gender discrimination

In general, children or youth are at-risk when their needs are not being addressed. If they are not experiencing success in the educational environment, they will withdraw into themselves or have behaviors that create problems in school. Schools must have the capacity to identify an individual's needs and to provide a supportive learning environment. Without this capacity there is an increase of risk for the student.

1991 Findings:

- **7** districts did not report sufficient information to evaluate their progress toward meeting the needs of at-risk students. Information regarding specific programs from preschool through grade 12 for at-risk students was less specific for some small attendance districts.

- **3** districts reported no progress in meeting the needs of at-risk students.

- **164** districts reported progress in meeting the needs of at-risk students. The majority of reports focussed on strategies and programs for meeting these students' needs. A smaller number of districts indicated outcomes resulting from these strategies or programs.

- Sampling of Exemplary Strategies and Outcomes:

  Poudre R-1 detailed a wide variety of programs used in 1990/91 to address the needs of at-risk students and included at-risk students as one of two primary focus areas in its 1991/92 plan. Plans include identification, use of alternative teaching strategies, rewards for improved attendance, and working with dysfunctional families.

  Thompson R-2J reported a wide variety of strategies for meeting the needs of at-risk students and appended a comprehensive directory of at-risk programs within its schools.

  Meeker School District reported progress through such programs as an integrated preschool program; kindergarten pre-screening programs; reduction of ability grouping; use of in-class collaboration and consultation model for special services; reading incentives and support activities; adult literacy tutoring; district inservice; and innovative individual building strategies.

  Aurora Jt 28 reported using critical at-risk predictive variables to identify high risk youth. They involve the identified students in appropriate educational programs and assess results by measuring whether students are reading at the appropriate grade level.

  Colorado Springs 11 outlined extensive programming available for at-risk students from preschool through grade 12. They reported providing alternative educational programs, retrieval counseling, a developmental curriculum and parent involvement focus for preschool education, use of developmental primaries, integrated interdisciplinary pilot programs and district support to building-level programs. The district focussed on efficient planning and delivery of services for these students.

  Weld 6 (Greeley) reported outcome comparisons in four areas (95% attendance, increased academic achievement, improved self concept, and increased parental involvement) for students in the Early Identification/Early Intervention Program (EIP) as compared to non-EIP students.

VI. PROGRESS: DEFINING, MEASURING, & REPORTING PROFICIENCIES

Goal(s)/Priority Objective(s):

GOAL: By July 1, 1991, Colorado's school districts will have defined their expected student proficiencies at designated grade levels, and will have implemented a program of measurement and reporting.

Context:

The Colorado State Board of Education requires, through school district accreditation rules, that all Colorado school districts define their expected student proficiencies at designated grade levels, and implement a program of measuring and reporting.

In Colorado, local districts are currently developing their expectations for student outcomes, proficiencies, standards of performance and accompanying assessment systems. Several Colorado school districts are leading the nation in this effort.

The state has developed sample outcomes and proficiencies for each subject area and is working on an integrated discipline version. These samples may be used as a guide as school districts develop and adopt their standards of performance.

Standards and systems of assessments recommended to the General Assembly will provide assurance that the local district standards are comprehensive and challenging as compared to state, national, and international standards.

Definitions:

LEARNER OUTCOMES/PROFICIENCIES:

Observable and measurable knowledge, attitudes, and skills a learner acquires and can demonstrate.

ASSESSMENT:

The process by which what students know, believe, and can do is measured.

DEMONSTRATION:

A specific activity, project, task, or performance that shows what the student has learned.

LEVELS OF PROFICIENCY:

The degree to which the learner's performance on the demonstration matches established standards (e.g., "excelling," "proficient," "in progress").

1991 Findings:

Tables 10 and 11 present the progress districts have made related to student proficiencies and their plans for addressing these proficiencies in 1991/92.

- All districts reported that they are working to define/identify student proficiencies.
- A majority of districts indicated that they are in the process of developing assessments for these proficiencies.
- Fewer districts provided information about plans for reporting accomplishment of these proficiencies.

TABLE 10: Progress Defining, Measuring, & Reporting Student Proficiencies (Number of Districts)

	Completed	Not Addressed	In Process
Identification	10	1	163
Assessment	6	77	91
Reporting	2	125	47

TABLE 11: 1991/92 Plans for Defining, Measuring, & Reporting Proficiencies (Number of Districts)

	Included in Plan	Not Included in Plan
Identification	174	0
Assessment	122	52
Reporting	57	117

Examples of District Exit Outcomes/Proficiencies

EXIT OUTCOMES

Adams County School District 14

GENERAL ACADEMIC SKILLS

- Demonstrate the ability to use effectively the communication skills of reading, writing, speaking, and listening
- Demonstrate the ability to to understand and apply basic mathematical functions and principles in real-life problem solving situations
- Demonstrate knowledge and understanding of the basic principles, concepts and language of the natural sciences
- Demonstrate a functional level of computer and technological literacy
- Demonstrate knowledge and understanding of the history, geography, government, and economics systems of the United States and other countries

PROBLEM SOLVING SKILLS

- Demonstrate skills in individual and group problem solving and decision making
- Demonstrate the ability to identify and critically analyze problems

SOCIAL LITERACY AND RESPONSIBILITY

- Demonstrate an understanding of one's rights and responsibilities in a democratic society
- Demonstrate an understanding of the implications of the cultural diversity of this county
- Demonstrate knowledge and understanding of world cultures
- Demonstrate the knowledge and understanding necessary for environmentally responsible behavior
- Demonstrate an understanding of the arts as an expression of culture and personal creativity

PERSONAL EFFECTIVENESS

- Demonstrate the interpersonal skills necessary to be personally and professionally effective
- Demonstrate the ability to develop and implement plans for achieving personal and career goals
- Demonstrate knowledge of effective employment skills
- Demonstrate knowledge and understanding of maintaining personal emotional and physical health
- Demonstrate an understanding of the personal and economic responsibilities of adulthood
- Demonstrate the skills necessary to be an effective life-long learner

SIGNIFICANT STUDENT OUTCOMES

Harrison School District Two

LITERACY

Reading:
Students will be able to construct meaneing when reading in all subject areas for purposes of becoming informed, performing a task, and enjoying literature.

Writing:
Students will communicate in writing to multiple audiences for the purposes of informing, persuading, organizing, and providing enjoyment.

Listening & Speaking:
Students will be able to listen with understanding and speak with clarity and purpose.

PROBLEM SOLVING
Students will use problem solving strategies both independently and collaboratively in academic areas and interpersonal relationships.

MATHEMATIC AND SCIENTIFIC REASONING
Students will apply mathematic and scientific principles and processes for the purpose of solving problems.

INTERDEPENDENCE/DIVERSITY
Students will demonstrate an understanding of the concept of personal and environmental interdependence, and an appreciation of cultural diversity in a global community.

Students will use a historical perspective to understand and apply fundamental American principles that lead to active, responsible citizenship.

EMPLOYABILITY
Students will develop skills and attitudes necessary for successful employment and will make career choices based on self-analysis and personal understanding.

WELLNESS
Students will apply knowledge and will develop habits of positive self-esteem and wellness for the purposes of making responsible lifestyle choices.

TECHNOLOGICAL LITERACY
Students will use technology for life-long learning and will develop an understanding of technology's impact on the quality of life.

FINE ARTS
Students will be active participants in exploring and developing individualized skill in creative expression and will be able to respond to the creative work of others.

LIFE-LONG LEARNING
Students will actively pursue and apply self-management, organizational skills, and learning as a life-long process.

PERSONAL/SOCIAL
Students will demonstrate self-discipline, and apply knowledge and standards of conduct for the purpose of ethical decision-making.

VII. PROGRESS: CERTIFYING THE DIPLOMA/ GUARANTEEING THE GRADUATE

Goal(s)/Priority Objective(s):

GOAL: By July 1, 1995, all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education.

Context:

The State Board of Education, through school district accreditation, is requiring that all Colorado school districts issue diplomas certifying that graduates possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education.

On a voluntary basis, some Colorado school districts have taken the next step. They have linked the certified diploma to a guarantee. The school district assures receiving educational institutions and employers that graduates will possess identified entry-level skills. When receiving organizations find that graduates do not have guaranteed skills, the district, in cooperation with the organizations, will work with graduates to correct skill deficiencies.

Definitions:

CERTIFIED DIPLOMA:

A document which stipulates that a graduate possesses the knowledge, skills, and attitudes deemed by the local board of education to be necessary for entry into the work place and post-secondary education.

GUARANTEED GRADUATE:

A student earning a certified diploma endorsed by a local school district's policy which guarantees remediation if that student is found not proficient in skills necessary for the work place or post-secondary education.

1991 Findings:

Table 12 summarizes the progress districts have made in certifying the diploma and guaranteeing graduates.

- A majority of districts reported that they are in the process of developing the certified diploma.
- **18** districts are currently guaranteeing graduates.

Table 12: 1991 Progress: Certifying the Diploma (Number of Districts)

	Reported as Complete	Not Reported	In Process
CERTIFIED DIPLOMA			
Developed	11	3	159
Implemented	8	134	31
GUARANTEED GRADUATE CONCEPT			
Developed	18	129	26
Implemented	13	156	4

Districts Currently Guaranteeing Their Graduates

Aguilar Reorganized 6
Center 26JT
Del Norte C-7
Denver 1
Hi Plains R-23
Huerfano Re-2
Hoehne Reorganized 3
Kim Reorganized 88
Kiowa C-2
Mapleton 1
Monte Vista C-8
Montrose Re-1J
North Conejos Re1J
Pawnee RE-12
Pueblo 60
Pueblo 70
Westminster 50
Wiggins RE 50(J)

VIII. PROGRESS: ADDRESSING THE NATIONAL GOALS FOR EDUCATION

National Goals for Education:

GOAL ONE:
By the year 2000, all children in America will start school ready to learn.

GOAL TWO:
By the year 2000, the high school graduation rate will increase to at least 90 percent.

GOAL THREE:
By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history and geography. Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

GOAL FOUR:
By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

GOAL FIVE:
By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

GOAL SIX:
By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Context:

In the October reports of district progress and plans for 1991/92, a large majority of districts indicated how they were participating in Colorado 2000. Some gave evidence that their boards of education endorsed these goals. Others provided their Colorado 2000 reports. Still others indicated how they had integrated the goals of Colorado 2000 and the State Board of Education goals in planning for this year.

1991 Findings:

Table 13 summarizes what districts reported about their participation in Colorado 2000.

Table 13: Districts Reporting Endorsing/Addressing the National Goals (Number of Districts)

159	GOAL ONE:	All Children Ready to Learn
173	GOAL TWO:	90% Graduation Rate
172	GOAL THREE:	High Student Achievement and Citizenship
159	GOAL FOUR:	High Science and Mathematics Achievement
141	GOAL FIVE:	Life-long Learning and Literacy
155	GOAL SIX:	Schools Free of Violence and Drugs

- A large majority of districts reported endorsing/addressing each of the national goals.

The Littleton Community Response to Colorado 2000 is a comprehensive report detailing for each goal what children/students will need to accomplish the goal, programs already available in the Littleton area, gaps in programs that need to be addressed, and recommendations. Final conclusions were provided and resolutions of support from local governments in the Littleton area were included.

South Routt Re 3 submitted its Colorado 2000 report which indicated 36 groups involved in the community effort to address the six national goals. They are developing objectives and program activities to accomplish the goals. Their particular rural perspective was evident in the problem solving activities initiated in their community.

Alamosa Re-11J School District effectively integrated State Board goals into the six national goals of Colorado 2000. Their plan included both district and individual building goals related to each of the Colorado 2000 targets.

COLORADO DEPARTMENT OF EDUCATION ASSISTANCE TO DISTRICTS - 1992:

During 1992, the Department will focus its assistance to school districts in the following areas:

A. **Reporting:** Reduction of paperwork and time involved with reporting local school and school district goals and progress.

   1. A Department task force assisted by local school district experts is working toward a uniform school district profile. The exchange of significant information related to the implementation of Part 2 of the School Finance Act will then be ongoing.

   2 This profile will be tailored onsite to fit each individual school district under the guidance of the regional field representative.

B. **Student Outcomes, Proficiencies, and Standards of Performance:** Helping districts articulate student performance outcomes and proficiencies with defined standards of performance at designated levels.

   1. The Department has developed sample outcomes and proficiencies statements which are available on request to school districts.

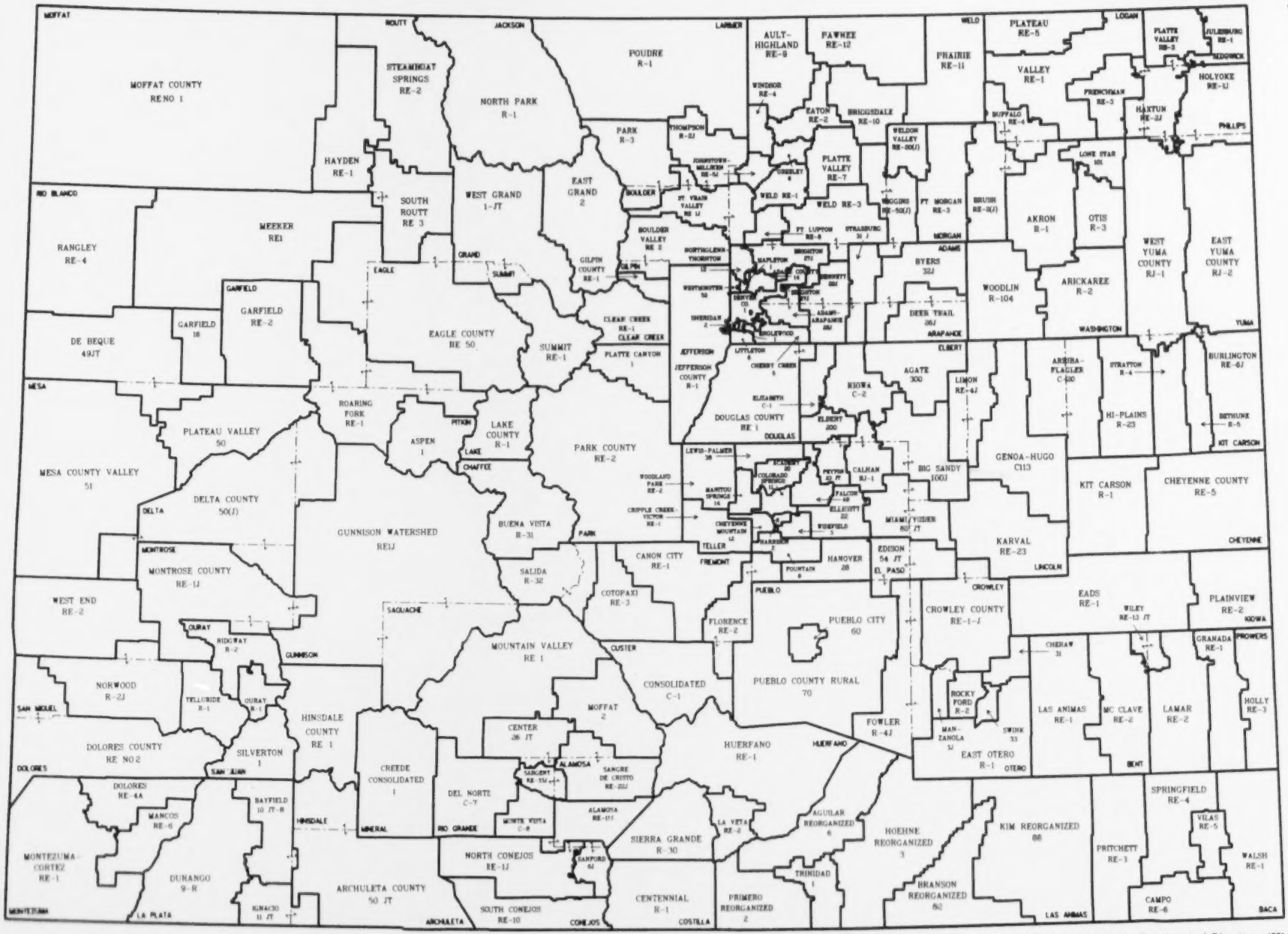
   2. The School Effectiveness Unit, Field Services Unit, and other Department staff will provide technical assistance in the development of student performance outcomes and proficiencies.

COMMENDATIONS:

During the review process, these districts were commended for the quality of their progress reports and/or plans:

Agate 300
Alamosa Re-11J
Bethune R-5
Briggsdale RE-10
Burlington RE-6J
Byers 32J
Cheraw 31
Delta County 50(J)
Del Norte C-1
Douglas County RE-1
Ellicott 22
Estes Park R-3
Florence Re-2
Garfield Re-2
Genoa-Hugo C113
Greeley 6
Hi Plains R-23
Jefferson County R-1
Lewis Palmer 38
Limon RE-4J
Lone Star 101
Meeker RE1
Mesa County Valley 51
Monte Vista C-8
Northglenn-Thornton 12
Pagosa Springs 50 Jt
Poudre R-1
Pueblo 60
Strasburg 31J
Stratton R-4
St. Vrain Valley Re1J
Thompson R-2J
Weld Re-1 (Gilcrest)
West Yuma County R-J-1

COLORADO SCHOOL DISTRICTS



Map Compilation Colorado Division of Local Government / Data Source: Colorado Department of Education 1991

COLORADO DEPARTMENT OF EDUCATION
201 E COLFAX
DENVER, COLORADO 80203